

## KINGSBURY ELEMENTARY

825 Kingsbury Road  
Sumter, South Carolina 29154

**GRADES** K-5 Elementary School

**ENROLLMENT** 554 Students

**PRINCIPAL** Dr. Cornelius B. Leach 803-775-6244

**SUPERINTENDENT** Zona W. Jefferson, PhD 803-469-8536

**BOARD CHAIR** Mr. Bobby L. Matthews 803-773-6080

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	62	17	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

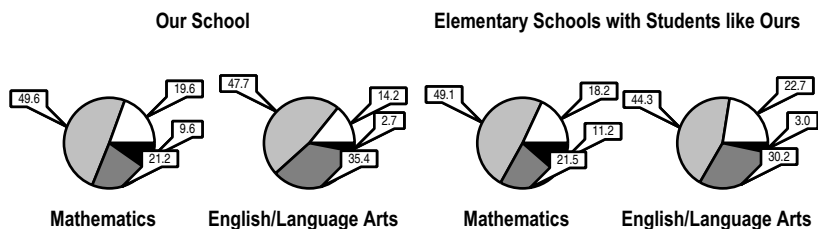
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	28	72	32
Percent satisfied with learning environment	89.3%	88.7%	84.4%
Percent satisfied with social and physical environment	100.0%	84.5%	71.0%
Percent satisfied with home-school relations	89.3%	91.7%	87.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	272	100.0	14.2	47.7	35.4	2.7	38.1	17.6
Gender								
Male	128	100.0	19.3	52.1	27.7	0.8	28.6	17.6
Female	144	100.0	9.9	44.0	41.8	4.3	46.1	17.6
Racial/Ethnic Group								
White	115	100.0	8.1	35.1	53.2	3.6	56.8	17.6
African-American	156	100.0	18.4	57.1	22.4	2.0	24.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	227	100.0	11.4	47.7	38.2	2.7	40.9	17.6
Disabled	45	100.0	30.0	47.5	20.0	2.5	22.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	272	100.0	14.3	47.5	35.5	2.7	38.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	272	100.0	13.2	48.2	35.8	2.7	38.5	17.6
Socio-Economic Status								
Subsidized meals	138	100.0	19.4	59.7	20.2	0.8	20.9	17.6
Full-pay meals	134	100.0	9.2	35.9	50.4	4.6	55.0	17.6

Mathematics								
All students	272	100.0	19.6	49.6	21.2	9.6	30.8	15.5
Gender								
Male	128	100.0	18.5	54.6	18.5	8.4	26.9	15.5
Female	144	100.0	20.6	45.4	23.4	10.6	34.0	15.5
Racial/Ethnic Group								
White	115	100.0	10.8	45.0	28.8	15.3	44.1	15.5
African-American	156	100.0	25.9	53.7	15.0	5.4	20.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	227	100.0	16.8	49.1	23.2	10.9	34.1	15.5
Disabled	45	100.0	35.0	52.5	10.0	2.5	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	272	100.0	19.7	49.4	21.2	9.7	30.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	272	100.0	19.1	49.8	21.4	9.7	31.1	15.5
Socio-Economic Status								
Subsidized meals	138	100.0	28.7	53.5	14.0	3.9	17.8	15.5
Full-pay meals	134	100.0	10.7	45.8	28.2	15.3	43.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	80	N/A	17.9	26.9	46.2	9.0	55.1
	Grade 4	105	N/A	9.5	46.7	42.9	1.0	43.8
	Grade 5	105	N/A	21.6	47.1	29.4	2.0	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	100.0	11.3	43.8	40.0	5.0	45.0
	Grade 4	91	100.0	12.6	49.4	35.6	2.3	37.9
	Grade 5	99	100.0	18.3	49.5	31.2	1.1	32.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	80	N/A	26.9	41.0	16.7	15.4	32.1
	Grade 4	105	N/A	15.2	48.6	26.7	9.5	36.2
	Grade 5	105	N/A	26.5	52.9	12.7	7.8	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	100.0	23.8	46.3	17.5	12.5	30.0
	Grade 4	91	100.0	9.2	56.3	21.8	12.6	34.5
	Grade 5	99	100.0	25.8	46.2	23.7	4.3	28.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 554)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.3%	Up from 4.9%	2.9%	2.4%
Attendance rate	96.8%	No change	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.1%	Down from 22.2%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.7%	Down from 6.1%	8.7%	8.0%
Older than usual for grade	2.2%	Up from 1.4%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	48.8%	Up from 47.7%	48.9%	50.0%
Continuing contract teachers	93.0%	Up from 88.6%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.6%	Up from 79.4%	88.3%	86.2%
Teacher attendance rate	92.8%	Up from 92.2%	95.2%	95.3%
Average teacher salary	\$38,304	Up 3.1%	\$39,961	\$39,909
Prof. development days/teacher	23.5 days	Up from 9.8 days	11.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 0.5	4.0	4.0
Student-teacher ratio	21.5 to 1	Up from 20.1 to 1	19.1 to 1	18.9 to 1
Prime instructional time	83.3%	Down from 87.3%	90.0%	89.7%
Dollars spent per pupil*	\$6,251	Up 3.0%	\$5,793	\$5,892
Percent spent on teacher salaries*	69.0%	Up from 67.3%	65.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Kingsbury Elementary School's administrative staff and faculty continue to strive to make Kingsbury a family-oriented school. We are blessed with a beautiful school facility, competent and caring teachers, hard working and discovery learning students, and supportive and involved parents. These qualities make Kingsbury a special learning community.

One major accomplishment for the 2002-2003 school year was the implementation of Strategies that Work training workshop. Teachers voluntarily attended afternoon workshops to share "strategies that work" for teaching reading in the regular classroom. The strategies that were shared were incorporated into each reading class and assisted in the creation of follow-up professional development activities for the 2003-2004 school year.

Several programs implemented by the faculty and staff members in the past that were believed to be effective will be continued. One is the Wee Deliver Post Office, which provides students the opportunity to write letters to friends throughout the school. The Reading Renaissance and STAR Reading programs that encourage students to read independently at their level will be continued as well. Reading Recovery will remain in first grade along with small group literacy for students needing extra help. To assist with the math curriculum, the newly adopted math series provides students an opportunity to think critically and apply basic math skills in a variety of ways.

Kingsbury's students traditionally perform well on the Palmetto Achievement Challenge Test (PACT). In 2002, the school scored above the district and state averages on all areas of the PACT in the percent of students meeting the standard. While our students overall scored well, the faculty and staff were disappointed with the improvement rating of "below average." In an effort to improve in this category, the teachers established after school tutorial sessions to assist those students in improving their PACT scores.

We are very proud of our students for their involvement in service learning projects. Last year, we participated in the Salvation Army's food drive, a weekly recycling project, Jump Rope for Heart, and the March of Dimes Walk America. In all, our students raised and collected more than \$4,000 for charity projects.

We at Kingsbury believe that "it takes a village to raise a child." Our school and community involvement have manifested itself in what our students have done last school year.

Cornelius B. Leach, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.